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Strengthening Manners Behavior through Habituation of Javanese Krama Communication in Elementary School Students

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ABSTRACT

This study aims to describe the implementation of Javanese language communication habits in shaping the polite character of class 5 students at Mijen Jebres Public Elementary School, identify supporting factors, and analyze inhibiting factors in its implementation. The study used a qualitative approach with descriptive research and case study strategies. The research subjects consisted of the principal, fifth-grade teachers, and fifth-grade students. Data collection was conducted through observation, interviews, and documentation, while data analysis used the Miles and Huberman interactive model which includes data collection, data reduction, data presentation, and drawing conclusions. The results showed that Javanese language communication habits were implemented consistently through teacher role models, the use of polite expressions, the 5S culture, and the Child-Friendly School program. These habits were able to improve language politeness and shape students' polite behavior in daily interactions. The successful implementation was supported by school policies, teacher role models, a conducive school environment, and ongoing habits. Inhibiting factors included the influence of slang, digital communication, limited Javanese vocabulary, low habits in the family environment, and the influence of the social environment. Research findings indicate that promoting Javanese language communication is an effective strategy for strengthening local culture-based character education through synergy between schools, families, and the community.

ABSTRACT

Penelitian ini bertujuan untuk mendeskripsikan penerapan kebiasaan komunikasi menggunakan bahasa Jawa krama dalam membentuk karakter siswa di SD Negeri Mijen Jebres, serta mengidentifikasi faktor pendukung dan menganalisis faktor penghambat dalam penerapannya. Penelitian ini menggunakan pendekatan kualitatif dengan strategi penelitian deskriptif dan studi kasus. Subjek penelitian terdiri dari kepala sekolah, guru kelas V, dan siswa kelas V. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, sedangkan analisis data menggunakan model interaktif Miles dan Huberman yang meliputi pengumpulan data, reduksi data, penyajian data, dan kesimpulan. Hasil penelitian menunjukkan bahwa kebiasaan komunikasi bahasa Jawa krama diterapkan secara rutin melalui keteladanan guru, penggunaan ungkapan santun, budaya 5S, dan program Sekolah Ramah Anak. Kebiasaan ini dinilai

mendukung kesan berbahasa dan membentuk perilaku sopan siswa dalam interaksi sehari-hari. Keberhasilan penerapan ini didukung oleh kebijakan sekolah, keteladanan guru, lingkungan sekolah yang kondusif, dan pembiasaan yang berkelanjutan. Faktor penghambatnya meliputi pengaruh bahasa gaul, komunikasi digital, keterbatasan kosakata bahasa Jawa, kurangnya kebiasaan di lingkungan keluarga, serta pengaruh lingkungan sosial. Hasil penelitian menunjukkan bahwa mendorong komunikasi bahasa Jawa *krama* merupakan strategi yang efektif untuk memperkuat karakter pendidikan berbasis budaya lokal melalui sinergi antara sekolah, keluarga, dan masyarakat.

INTRODUCTION

Education plays an important role in shaping the character of students , focusing not only on the development of their cognitive abilities but also on the formation of attitudes, values and behaviors that reflect noble moral qualities. This statement is in line with the verdict Constitution of the Republic of Indonesia (2003) stated that strengthening character education does not only focus on the cognitive aspect, but also the affective aspect and the formation of moral integrity of students. One of the characters that needs to be instilled from elementary school age is good manners. According to Wasriyani (2023), Manners are behaviors that show respect, appreciation, and good moral values in social life.

Politeness and respectful behavior are the main cornerstones for creating peaceful, harmonious and respectful social relationships for others, as well as creating a conducive learning environment. This opinion is reinforced by Pranowo (2021) which states that the use of polite language allows a person to maintain self-esteem while showing respect for others. However, technological developments, digital communication, and the influence of popular culture have caused a shift in language behavior in students. This condition is in line with the findings Atmawati (2021) which explains that modernization has caused a shift in the values of politeness in Javanese culture, especially in the younger generation. The increasingly dominant use of slang has resulted in a decrease in the use of polite language in life. Therefore, Atmawati (2021) emphasizing the importance of habituation and culture-based character education as an effort to strengthen the values of politeness in the midst of modern life. In Javanese society, politeness is not only reflected through behavior, but also through the use of language. According to Putri (2025), the Javanese language is not only a means of communication, but also a reflection of cultural values that shape the manners and manners of Javanese society.

The Javanese language has a system *Up-to-date languages* which regulates the use of speech levels according to age, position, and communication situation. Aini (2025) explains that the division of speech levels such as *fat*, *São Paulo*, and *São Paulo* is a social mechanism to express respect, status, and relationships between speakers. The use of Javanese krama contains the value of respect, *andhap asor*, *tepa slira*, and *Plank Emptie* which functions as a means of forming a character of manners. According to Putrihapsari (2021), these principles are the basis for politeness in Javanese culture that directs a person to behave and speak according to the social context. Therefore, the habit of communicating in Javanese krama at school can be an effective character education plan in instilling the value of politeness in students. Hidayah (2023) stated that the Javanese language in the context of education plays a role as a means of character development through the habit of using polite language.

SD N Mijen Jebres as a Child-Friendly School implements the habit of communicating in Javanese in various school activities. The implementation is in line with the concept of Child-Friendly Schools which emphasizes the creation of a safe,

comfortable, healthy educational environment, and respects the rights of students (Handini, 2023). The program is carried out through the use of Javanese krama in interaction between students and teachers, morning greeting activities, 5S culture (smile, greeting, greeting, politeness, manners), and habituation of using polite expressions such as *matur nuwun*, *nyuwun sewu*, and *Amit Sewu*. This form of habituation is in accordance with the results of Natanti (2023) research which shows that the habituation of using Javanese krama consistently is able to shape students' polite behavior both verbally and nonverbally. This program aims to help students develop polite behavior, respect others, and be able to apply manners in life. This is supported by Rahman (2022) who states that the use of the Javanese language in schools plays an important role in preserving culture as well as shaping students' character.

However, the results of observations show that there are still various obstacles in its implementation. Some students still use less polite language, talk to classmates during learning, experience limited Javanese vocabulary, and are more accustomed to using Indonesian or slang than Javanese. Similar obstacles were also found by Stuart et al. (2025), namely the limitation of vocabulary and the influence of the external environment are factors that hinder the formation of students' polite behavior. In addition, the influence of the family environment, digital communication, and modernization also affect the low use of polite Javanese language in daily life. Atmawati (2021) emphasized that modernization is one of the causes of the shift in the value of politeness in Javanese culture so that habituation based on local culture is needed. This condition shows that the habituation of Javanese communication still needs to be strengthened in order to contribute optimally to the formation of students' polite behavior. This opinion is supported by Putri (2021) who states that the habituation of using Javanese krama is able to change the polite behavior of students because it contains the value of respect for the interlocutor. Based on these problems, this study focuses on the analysis of Javanese communication habits as an effort to form students' polite behavior in the context of Child-Friendly Schools. This focus is supported by research Hidayatullah et al (2024) which shows that practicing Javanese krama can help strengthen the polite character and ethics of elementary school students.

This research views that language not only functions as a means of communication, but also as a medium for internalizing cultural values and character that can shape the behavior of students in a sustainable manner. In line with the opinion of Putri (2025) who emphasized that the Javanese language is a communication tool inherent in cultural identity as well as the process of moral socialization of the Javanese people.

METHODS

This study uses a qualitative approach with a descriptive research type and a case study strategy. The qualitative approach was chosen because it aims to understand the phenomenon in its natural context and produce descriptive data in the form of words and actions from the research subject. This approach was chosen to describe in depth how the habit of using Javanese krama in communication helps to form students' polite behavior in the context of a child-friendly school. According toSugiyono (2022), Descriptive qualitative research aims to systematically, factually, and accurately describe phenomena that occur based on conditions found in the field

The case study was used to reveal in depth various aspects related to the implementation of Javanese krama communication habituation in the school environment naturally. The research was carried out at SD Negeri Mijen Jebres, Jebres District, Surakarta City, Central Java in the 2025/2026 Academic Year. The research

location was chosen because the school implemented a Javanese communication habituation program as part of the Child-Friendly School culture, so that it was in accordance with the characteristics of qualitative research that chose the location purposively based on suitability with the focus of the research (Scott, 2022). The stages of research include three stages, namely preparation, data collection, and data analysis. These stages are in accordance with the opinion (Luthfiyani & Murhayati, 2024) which explains that qualitative research is carried out through the pre-field stage, field work, and analysis and preparation of research reports.

The data collection stage was carried out through participatory observation, structured interviews, and documentation of various activities to habituate Javanese communication in schools. According to Sugiyono (2022)Data collection techniques in qualitative research are carried out in a triangulated manner through observation, interviews, and documentation so that the data obtained is more complete. The research subjects consist of school principals, class V teachers, and grade V students of SD Negeri Mijen Jebres. The selection of informants is carried out purposively, namely selecting informants who are considered to understand the phenomenon being studied, aspects observed in the study include: (1) the form of implementation of Javanese communication habituation in schools; (2) the polite behavior of students which includes language politeness and behavioral politeness; and (3) supporting and inhibiting factors for the implementation of Javanese communication habituation. According to Sugiyono (2022), the focus of research in a qualitative approach is determined from the beginning as a guideline in the process of data collection and analysis.

The research model used is the Miles and Huberman interactive analysis model which consists of data analysis stages including data collection activities (*data collection*), data reduction (*data reduction*), data presentation (*data display*), as well as the preparation and verification of conclusions (*conclusion drawing/verification*). Miles and Huberman in Sugiyono (2022) Explain that qualitative data analysis takes place interactively and is carried out continuously until the data reaches saturation. The research design uses a descriptive case study with a focus on the phenomenon of habitual communication in Javanese as a strategy for the formation of students' polite behavior in the Child-Friendly School environment. Qualitative research places the researcher as the main instrument (*human instrument*) who are responsible for data collection, management, and interpretation activities during the research process (Scott, 2022)

The research instrument consists of observation guidelines, interview guidelines, and documentation guidelines developed based on research indicators. In qualitative research, Sugiyono emphasized that the researcher functions as the main instrument, while the three guidelines act as complementary instruments to support data collection data collection techniques using participatory observation, structured interviews, and documentation. The validity of the data is ensured through the application of source triangulation and triangulation techniques, namely by comparing information obtained from various informants and results obtained through various data collection techniques. According to (Luthfiyani & Murhayati, 2024), Triangulation is a procedure to ensure the validity of data through the use of various information sources and data collection methods so that the results of the research are more reliable. Data analysis is carried out interactively following the stages of Miles and Huberman, namely data collection, data reduction, data presentation, and conclusion drawing so that an overview of the role of Javanese communication habituation in strengthening students' polite behavior is obtained. Miles and Huberman emphasized that the four components of the analysis are interconnected and take place continuously during the research process.

During the participatory observation process, the researcher seeks to maintain objectivity and minimize bias by implementing several strategies. First, the observation data is not used independently, but is re-examined through source triangulation, namely by comparing findings from school principals, class V teachers, and class V students, as well as triangulation techniques by re-checking observation data using structured interviews and documentation. Through this step, the researcher's subjective impression or interpretation of an event can be confirmed for its truth through other sources and techniques before being used as a finding. In addition, the researcher always ensures the suitability of the research concept with real conditions in the field as part of the data credibility test, as well as conducting discussions with peers (*peer debriefing*) at the conclusion drawing stage to obtain additional perspectives that can correct possible personal biases of the researcher. The conclusions resulting from the observation are also treated as provisional findings, so that the researcher remains open to revising them if new evidence is found that is different at the next stage of data collection. Thus, the combination of triangulation, credibility checking, and discussion with peers became a systematic effort by the researcher to maintain objectivity during the participatory observation process at SD N Mijen Jebres.

RESULTS AND DISCUSSION

Results

A. Forms of Javanese Communication Habituation at SD N Mijen Jebres

Research on the habituation of Javanese communication in the polite behavior of grade V students was carried out at SD N Mijen Jebres on April 8–16, 2026. The research data was obtained through observation, interviews, and documentation. The informants in the study included the principal, homeroom teachers of class V, and students of class V. The use of these three techniques was carried out to obtain a more comprehensive picture of the implementation of Javanese communication habits and their relationship with the formation of students' polite behavior.

Based on the results of the research, the habituation of Javanese communication at SD N Mijen Jebres is a form of school culture that is used to instill the values of upload-ungguh, respect, and ethics in communication. This habituation is carried out through the use of Javanese krama in communication between students and teachers, greetings to teachers, learning activities, and daily interactions in the school environment. The most dominant use of Javanese krama is carried out on Thursdays, when students are encouraged to use Javanese when communicating with teachers and school residents.

In its implementation, the teacher gives an example of using Javanese krama directly to the students. Students are then directed to follow the communication pattern when talking to the teacher or an older person. Some of the expressions that are habitual include "matur nuwun", "nyuwun sewu", "monggo", and "nggih". The use of these expressions is not only directed at language skills, but also a means to get students used to showing respect for others.



Figure 1. Documentation of Interview with the Principal

The documentation of the interview with the principal shows the process of extracting information about school policies in implementing Javanese communication habits. In the interview, the principal explained the application of Javanese language habituation, school strategies, obstacles faced, and school efforts in integrating Javanese language habituation with the formation of manners character.



Figure 2. Documentation of Interviews with Homeroom Teachers V

The results of the interview with the homeroom teacher of grade V showed that the habituation of the Javanese language was carried out through daily activities. The teacher gave examples of good and correct use of the Javanese language and provided reinforcement to the students. The teacher also used several methods, such as role play, language games, and the provision of positive reinforcement, to help students understand the use of the Javanese language in daily life.

This example is an important factor because students tend to imitate the behavior and way of speaking of teachers in daily life.other forms of habituation can be seen through the example of teachers in communicating, and in the learning process teachers get used to friendly communication, not yelling, and using polite speech so as to create a comfortable learning atmosphere and respect students according to the principles of Child-Friendly Schools.

B. Polite Behavior of Class V Students

The observation results show that most of the students have shown polite behavior in interacting with teachers and school residents. When talking to teachers inside and outside the classroom, students tend to use Javanese krama. If teachers use Javanese krama when talking to students, students also try to respond using Javanese krama. However, in certain conditions, students still use Indonesian when they have difficulty finding the right Javanese krama vocabulary.

Polite behavior is also seen through the habits of students in giving greetings, shaking hands, asking for permission, using the expressions "nyuwun sewu" and "matur nuwun", and showing respect for teachers.

In addition to the verbal aspect, manners can be seen from nonverbal aspects, such as bowing when passing an older person, smiling when interacting, sitting with a good attitude, and paying attention to the teacher when learning takes place. Observation indicators in the study did include intonation, word choice, sentence structure, gestures, facial expressions, greetings, asking for permission, and attention to the teacher.

However, the results of observations also show that the formation of polite behavior is not completely evenly distributed. There are still students who speak to themselves when the teacher explains, are crowded in class, use words that are not polite, and have not consistently used Javanese krama in daily communication. These difficulties are related to the limited vocabulary of Javanese krama and lack of habituation in the family environment.

C. Interview Results with Students

Interviews were conducted with grade V students to find out their experience in using Javanese krama at school. Interview guidelines include the frequency of use of Javanese krama, the time of its use, the difficulties experienced, the habits made by the teacher, the teacher's actions when students speak disrespectfully, and the application of polite behavior when interacting with teachers.

The results of the interviews showed that the habit of communicating in Javanese helped students to be more careful in speaking and behaving. The teacher said that the regular use of Javanese *krama* made students accustomed to using more subtle language and respecting the interlocutor. In addition, the teacher also explained that students who previously still used impolite language slowly began to adjust to the culture of polite communication applied at school.



Figure 3. Documentation of Observation of Students' Polite Behavior

When interviewed, the researcher asked, *"What do you do when you meet the teacher?"* A student named Lala replied: *"Hello, bow down and ask for a thousand."*

Based on the results of the interview, it can be seen that the habituation of the Javanese language provides space for students to practice politeness directly. Javanese krama is not only used as a communication tool, but also part of students' habits in showing respect for teachers and older people and 7 out of 8 students stated the same thing.

The implementation of Javanese krama habituation at SD Negeri Mijen Jebres is also strengthened through the Child-Friendly School culture. The Child-Friendly School program supports the creation of a safe, comfortable school environment, respects students, and encourages polite interaction. In its implementation, the 5S culture (*smile, greeting, greeting, politeness, politeness*) is a form of character habituation applied to students. The habituation of Javanese krama then becomes part of the communication culture that supports the implementation of these values.

D. Supporting Factors for Habituation of Javanese Communication

Based on the results of observations, interviews, and documentation, there are several factors that support the implementation of Javanese communication habituation. The first factor is the support of the principal. The principal plays a role in directing and monitoring the implementation of Javanese language habituation as part of the school culture. The habituation is mainly applied on Thursdays.

The second factor is the role model of teachers. Teachers are a direct example for students in using the Javanese language that is appropriate for uploads. Teachers also provide direction and reinforcement if students have not used the appropriate language. The third factor is the existence of the Child-Friendly School Program, which supports the creation of a comfortable school environment and respects students. The program is also related to the 5S culture, namely smiles, greetings, greetings, politeness, and politeness.

Another factor is a supportive school environment and habituation that is carried out regularly. Students are accustomed to greeting teachers, asking permission, shaking hands, and using polite language. This habituation is carried out in learning activities and outside the classroom so that it provides opportunities for students to practice politeness directly.

E. Factors Inhibiting the Habit of Communication in Javanese

The implementation of Javanese communication habituation also faces several obstacles. The first obstacle is the influence of slang and digital communication. Students are more accustomed to using everyday language, Indonesian, or slang when interacting with peers. This condition causes the use of Javanese krama to not have completely become a habit.

The next obstacle is the lack of use of Javanese in the family environment. Some students use Indonesian more often at home so that the habituation of Javanese acquired at school does not always get reinforcement in the family environment. In addition, there are students with diverse family backgrounds so that not all of them gain experience using Javanese from an early age.

Another obstacle is the limitation of vocabulary and the low confidence of students in using Javanese krama. Some students still have difficulty distinguishing between the use of ngoko and krama. As a result, when they do not know the right vocabulary, students tend to return to using Indonesian.

Discussion

A. Implementation of Javanese Language Habituation to Form the Character of Manners of Class V Students in Elementary School

The implementation of Javanese krama language habituation is one of the efforts that schools can make in instilling good manners in students. Javanese language not only functions as a communication tool, but also contains cultural values in the form of *upload-ungguh*, respect, manners, and politeness. The use of Javanese krama in communication with older people is a concrete form of respect in Javanese culture. Research by Safitri and Wiranti (2025) shows that the habit of speaking Javanese krama alus can help students understand manners so as to encourage the formation of polite behaviors. These results are in line with the research of Natanti et al. (2023) which shows that the habituation of Javanese krama can help children understand the value of *upload-ungguh* and apply it in daily behavior.

Based on the results of research at SD Negeri Mijen Jebres, the habituation of Javanese communication is applied through the use of Javanese krama in daily interactions, morning greetings, greetings to teachers, learning activities, and school culture. The most dominant use of Javanese is carried out on Thursdays as part of the school habituation program. In this activity, students are directed to use Javanese krama when communicating with teachers and school residents. Habituation is also carried out through simple activities such as greeting teachers, asking permission, shaking hands, and using polite expressions. This form of habituation is in line with Safitri and Wiranti (2025) who explain that the habituation of Javanese krama is carried out through daily communication, cultivation of polite attitudes in language, and practice of polite behavior.

The use of Javanese krama in communication between teachers and students is an important part of the character formation process. Teachers provide examples of using Javanese in accordance with *uploads* so that students obtain a communication model that can be imitated. Based on the results of the study, when teachers use Javanese krama in communication, students try to respond using Javanese krama as well. However, when students have difficulty finding suitable vocabulary, they sometimes use Indonesian. This condition is in line with the research of Azizah and Subrata (2022) who found that there are still many elementary school students who are not familiar with the vocabulary of Javanese krama inggil. The research also shows that the family environment, social environment, and teachers are factors that affect the use of Javanese krama in students

The teacher's example is one of the important factors in the implementation of Javanese krama habituation. The teacher not only gives orders for students to speak politely, but also shows directly how polite language is used in daily learning and communication activities. At SD Negeri Mijen Jebres, teachers use Javanese krama when communicating with students and giving directions on the use of appropriate greetings to older people. This example allows students to gain direct experience in using polite language so that habituation is not only theoretical, but is practiced in school life.

The habituation of the Javanese krama language is also carried out through the use of simple expressions in daily communication. Expressions such as *matur nuwun*, *nyuwun sewu*, *monggo*, and *nggih* are used to train students to communicate more politely to teachers and school residents. The results of the study show that students are starting to get used to using *nyuwun sewu* when asking for permission and *matur nuwun* when receiving help from teachers. The use of these expressions shows that learning politeness can be done through simple language practices that are close to students' lives. Research by Rochmah et al. (2025) also shows that the use of Javanese krama in daily interactions

and learning activities can encourage children to communicate more politely and foster an attitude of respect and humility

This habituation ultimately not only produces language skills, but also relates to the formation of students' character. Javanese contains a value system that regulates the relationship between speakers and interlocutors based on age, position, and social relationships. Therefore, the ability to choose the appropriate language can be a means for students to learn to appreciate others. Suwarna and Suharti (2015) found that respectful character education in Javanese language learning includes indicators of appreciation, respect, friendliness, politeness, manners, and the use of Javanese krama.

In the context of research at SD Negeri Mijen Jebres, the formation of manners character can be seen from the behavior of students in interacting with teachers and friends. Students begin to get used to respecting teachers and elders, using more polite language, asking for permission well, saying greetings, saying *thank you* and *nyuwun sewu*, and showing orderly behavior and mutual respect. These changes can be seen in verbal and nonverbal aspects. Thus, the use of Javanese krama can be a medium to internalize the value of politeness in daily life.

In addition to the use of *polite* language, teachers not only give instructions to students to speak politely, but also provide direct examples through the use of polite Javanese when speaking to students. This is as conveyed by the homeroom teacher of grade V, Mr. Iliyas, in an interview: "The *methods used here are habituation, teacher examples, language games, role play and providing positive reinforcement.*" The statement shows that the teacher's example is one of the important methods in getting used to Javanese communication. The teacher not only plays the role of a guide, but also becomes a direct example for students in using polite language. This example is an important factor because students tend to imitate the behavior and way of speaking teachers in daily life.

The use of *role play* methods, language games, and the provision of positive reinforcement also support students in understanding and practicing the use of the Javanese language in daily life. It is recorded in the results of the study that teachers use these various methods so that students can more easily understand the use of Javanese language in accordance with *upload-ungguh*. Thus, the example of teachers and the application of various habituation methods can strengthen the process of internalizing the value of manners in students through Javanese communication.

These results are strengthened by the research of Safitri and Wiranti (2025) which shows that students who are accustomed to using Javanese krama alus become more aware of manners and show polite behavior. Similar findings are also shown by Natanti et al. (2023), that the habituation of Javanese krama in daily life can teach children about *upload-ungguh* and encourage the formation of polite behavior. Meanwhile, the research of Huda et al. (2025) emphasized the importance of using Javanese krama in the formation of the character of elementary school children, especially in instilling the values of politeness, ethics, and manners.

The school environment has an important role because character habituation will be easier to form if students gain consistent examples and experiences. The principal at SD Negeri Mijen Jebres provides support for the implementation of the Javanese language habituation program by directing and monitoring its implementation as part of the school culture. In addition, the school provides an environment that supports the use of the Javanese language as well as media in the form of vocabulary and conversation exercises to help students understand the Javanese language. The research of Huda et al. (2025) also emphasized that character formation through the Javanese language requires

cooperation between schools, families, and the community so that habituation can take place sustainably.

However, the implementation of Javanese krama habituation still faces various obstacles. One of the obstacles found is the limited mastery of Javanese krama vocabulary. Students sometimes experience difficulties when they have to speak using Javanese krama, so they choose to use Indonesian. This condition was also found by Azizah and Subrata (2022), who stated that some elementary school students are still unfamiliar with the vocabulary of Javanese krama inggil, so continuous habituation and correction are needed.

In addition to vocabulary limitations, the influence of slang and digital communication is also an obstacle in the habit of polite Javanese. Students often use everyday language or slang when interacting with peers. The use of social media also makes students accustomed to using short language so that attention to language politeness can be reduced.

This condition causes the habituation carried out by schools to not always be strengthened by the family environment. Research by Natanti et al. (2023) also found that the use of Javanese krama in the family environment is decreasing and children are greatly influenced by the use of Indonesian and languages from the surrounding environment. Therefore, family involvement is needed so that the use of Javanese krama does not only take place at school, but also becomes a habit in daily life.

Based on the overall findings, the implementation of Javanese language habituation in grade V of SD Negeri Mijen Jebres can be understood as a process of character education carried out through habituation, example, communication practices, school culture, and repeated reinforcement. This habituation provides direct experience to students to use language that is appropriate to the interlocutor while instilling the values of respect, politeness, and manners.

B. Supporting Factors in the Implementation of Javanese Language Habituation to Form the Character of Manners of Class V Students in Elementary School

The findings of the study indicate that the successful implementation of Javanese language habituation is supported by a number of interrelated factors, namely the following:

1. Principal support: The principal provides directions and policies to all school residents to get used to the use of polite Javanese in daily communication. This support can be seen through a character habituation program where the Principal introduces several puppet characters to become role models for students and the use of Javanese on Thursdays at school.



Figure 4. The principal introduces the puppet

2. Teacher example: Teachers are the main example in the use of Javanese when communicating with students. Teachers also provide habituation through polite reprimands, positive reinforcement, language games (*role play*), and contextual learning so that students can more easily understand the use of Javanese language in accordance with uploads, This is supported by the results of interviews with homeroom teachers of grade V.
3. Child-Friendly School Program (SRA): The SRA program supports the creation of a polite school culture through the application of the 5S culture (smile, greeting, greeting, politeness, manners). The program contributes to creating a safe, comfortable, and respectful learning environment among all school residents so that students are used to communicating politely
4. Supportive school environment: Schools create a conducive environment by getting used to the use of Javanese in various school activities. In addition, schools provide supporting media such as Javanese vocabulary lists, conversation examples, and communication habits that are carried out naturally without coercion.
5. Habituation of the Javanese language every Thursday: Habituation is carried out continuously through learning activities and activities outside of school, such as saying greetings, shaking hands, asking for permission to use the expression *nyuwun sewu*, saying *matur nuwun*, and the use of Javanese every Thursday as a school culture, which basically the use of Javanese krama is emphasized on Thursdays, when ordinary days are not forced to use Javanese krama.

These five factors show the supporting factors of the habituation of Javanese communication, The results of the implementation of Javanese language are not only influenced by learning activities in the classroom, but also influenced by the commitment of all school residents in creating a polite communication culture. The support of the principal provides a strong policy foundation, while the example of teachers is a real example that is easy for students to imitate. The Child-Friendly School Program, a conducive school environment, and habituation that is carried out consistently further strengthens the process of internalizing the values of upload-ungguh in daily life. Thus, the formation of a character of manners through the habit of speaking Javanese takes place in a sustainable manner and becomes part of the school culture.

C. Factors that Become Obstacles in the Implementation of Javanese Language Habituation to Form the Character of Manners of Class V Students in Elementary School

The results of the study show that the implementation of Javanese language habituation still faces several obstacles that affect the success of the program. These inhibiting factors include the following.

1. The influence of slang and digital communication: The influence of slang and digital communication is increasingly developing in the student environment. Based on the results of observations, some students are still used to using everyday language and words that are not polite when talking to friends. The use of Indonesian and slang is more dominant than Javanese *krama* so that students are less accustomed to using fine Javanese in daily communication.

   These findings are in line with the research of Pertiwi et al. (2025) mentioned researching strategies for cultivating the character of manners through the habituation of Javanese krama in early childhood at Nurul Jannah Kromengan Kindergarten. The study shows that regular and continuous habituation of Javanese krama through teachers' examples, contextual advice, and daily learning activities can improve students' polite behavior. Pertiwi et al.'s research also found that there are obstacles in the form of limited Javanese krama vocabulary and the influence of the outside environment. Thus, when compared, this finding provides a more specific picture of the form of influence of the modern communication environment, namely slang and digital communication, while Pertiwi's research emphasizes that the external environment and limited mastery of krama vocabulary can hinder the success of Javanese krama language habituation.

   Then supported by research conducted by Bashiroturrohmah et al (2023) showing that the use of TikTok has an effect on the character of elementary school students even though TikTok can improve creativity and confidence, overuse can interfere with discipline, manners, and respect, so that teachers and parents must Monitor students.
2. Lack of familiarity in the family environment: Most families no longer get used to the use of Javanese at home, so students only get Javanese language practice when they are at school.
3. Limited mastery of Javanese vocabulary: Students still have difficulty choosing the right vocabulary according to uploads, so they often mix Indonesian, Javanese ngoko, and Javanese krama in one conversation.
4. The habit of using Javanese Ngoko: in daily life, students are used to using Javanese Ngoko when interacting, this is proven when the researcher conducts interviews with students who at that time students answer several questions using Ngoko language.
5. The influence of the social environment outside the school: The community environment that has not fully implemented the use of the Javanese language causes the habituation carried out in schools to not be optimally strengthened outside the educational environment.

These five factors show that the obstacles to the implementation of Javanese language habituation not only come from students' language skills, but are also influenced by changes in communication culture in the family and community environment. The dominance of the use of Indonesian, slang, and digital communication reduces the opportunity for students to practice Javanese consistently. On the other hand,

the limitations of vocabulary and the habit of using language cause students to still need guidance in applying language uploads appropriately. Therefore, the success of Javanese communication habituation requires synergy between schools, families, and the community so that students obtain an environment that supports the sustainable use of the Javanese language, so that the formation of manners character can develop optimally.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of the research, it can be concluded that the habit of communicating in Javanese at SD N Mijen Jebres is carried out through various routine school activities, teacher examples, school culture, and social interaction in the Child-Friendly School environment. This habituation contributes to the development of polite behavior of grade V students, which can be seen from the habit of respecting teachers and elders, using polite language, saying greetings, asking permission, saying "thank you" and "nyuwun sewu", and showing an orderly and respectful attitude towards each other. Although schools do not have a special instrument to measure the success of this habituation in a concrete way, changes in students' behavior can be observed through daily interactions in the school environment. The implementation of habituation is supported by the principal, the example of teachers, the culture of Child-Friendly Schools, and a supportive school environment, while the obstacles include the influence of modernization, the use of slang and digital communication, the limited mastery of Javanese vocabulary, and the lack of familiarity with polite Javanese in the family environment. Therefore, the habituation of Javanese communication on Thursdays is carried out consistently through example, routine habituation, and character strengthening is one of the school's efforts in instilling the values of upload-ungguh, respect, and manners in students.

Suggestions

Based on the results of the research that has been conducted, the researcher provides the following suggestions: schools are expected to maintain and develop the habit of Javanese communication as part of character education in Child-Friendly Schools through more structured and sustainable programs, such as providing a Javanese habituation liaison book containing notes or checklists for the use of Javanese krama at home, organizing Javanese parenting programs for parents, setting a special day for the use of Javanese, and holding language upload-ungguh competitions and Javanese vocabulary games. Teachers are expected to continue to provide examples in the polite use of Javanese and help students overcome the limitations of mastering Javanese vocabulary through a list of vocabulary and simple expressions, habituating the target use of certain expressions every week, and giving appreciation to students who consistently use Javanese politely. Students are expected to be more active in getting used to the use of Javanese krama to teachers, parents, and older people and applying it in daily life, such as saying greetings, asking for permission, saying *matur nuwun*, *nyuwun sewu*, and *nyuwun pangapunten*. Parents are expected to be role models and involved in the habituation of polite Javanese at home by using Javanese krama in daily communication and filling out liaison books as a form of monitoring children's habituation at home. Furthermore, the next researcher is expected to develop research with a wider scope and use more structured instruments to measure the development of Javanese

communication skills and students' polite behavior, including examining the effectiveness of the linking book program, Javanese parenting, and the Javanese language day program in supporting the continuity of habituation between the school environment and the family.

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